

THE AMERICAN TEACHER



Education Committee at the AFL Convention in St. Louis, September 21-25

Chairman: George M. Harrison, Railway Clerks; Secretary: AFT Secretary-Treasurer Irvin R. Kuensli

. November . 1953 .

Labor points the way

THE teacher shortage in America is not due to low salaries alone. Working conditions which are not conducive to a feeling of inner satisfaction or justifiable pride in a job well done are as potent factors as low salaries in driving teachers out of the profession. It is sad but often true that no other workers seem to be so little appreciated as the teachers. This was pointed out effectively in an article appearing in *Parade* on Sunday, October 11, concerning cottage schools in use in El Paso, Texas. The following statement is quoted verbatim:

Biggest problem has been with teachers who find it difficult being on constant duty from 8:30 A.M. to 2:30 P.M. with no relief. . . . But that doesn't bother school officials. "It puts teachers on their mettle," says Hollenshead, assistant superintendent.

But whatever effect such treatment may have on a teacher's "mettle," it is inhuman to require anyone to be on constant duty for six hours without relief!

Floyd Lyle of San Bernardino, California, puts his finger on another major reason for teachers' becoming discouraged with their jobs. Writing in the *California Teacher* of September 1953, Mr. Lyle says:

I just received a letter from my superintendent . . . and I am especially impressed by the first sentence: "There is an unusual enthusiasm among school people in San Bernardino as we anticipate the year ahead." If true, that statement would be an important one.

It would mean that something had happened in education to intensify the normal eagerness of persons with an urge to teach to get back on the job. Unfortunately, the statement is not true. But it is important. It is important because it is evidence of the continuing effort to make propaganda substitute for any constructive effort to solve the problems of public education.

This technique—hiding your head in the sand while pretending that all is well with the schools—has seriously retarded educational progress. But to the dedicated men and women who have continued teaching America's children despite the obstacles created by indifference and by lack of information and understanding, the American labor movement is bringing new hope and inspiration. The AFT and the AFL have taken the lead in pointing out to the citizens of the communities that their



CARL J.
MEGEL

educational system is crumbling about them everywhere.

At the recent AFL convention, for example, AFL President George Meany made a strong statement on the need for federal aid to education. The organized teachers of America can have confidence in the dynamic leadership of President Meany.

What's good for America is good for labor

Those of us who attended the AFL convention, held in St. Louis, September 21-25, will long remember the stirring address made by him at the opening session. He concluded his address with these words:

"We know what the trade unions have done for America. The free public schools of this country have the label of the American Federation of Labor upon them. Every piece of remedial legislation for the advancement and protection of all workers of this country, whether they belong to unions or not—unemployment insurance, workmen's compensation, factory protection laws, laws eliminating sweat shops, sanitary laws to protect the health of the worker—all of these laws which inure to the benefit of all workers of America have the label of the American Federation of Labor upon them.

"At this opening session, we think of the future of our country as our first thought. . . . We think of the American economy, how the American economy must be kept strong, not only because it is good for the people of America here within the confines of our own borders, but because it is good for all of the people of the world who believe in decency and freedom, that the American economy be kept strong.

"We think of the thing that keeps that economy strong, the dynamo in the form of high wages and

(Continued on page 14)

NOVEMBER 1953

The American Teacher

Volume 38, Number 2

- 2 President's Page—*Labor Points the Way*
by CARL J. MEGEL
- 4 Secretary-Treasurer's Page—*AFL Convention Demonstrates Continued Support of Education*
by IRVIN R. KUENZLI
- 6 *Junior High School vs. the Traditional (8-4) High School Organization*
by WALTER H. GAUMITZ and J. DAN HULL
- 9 *UNICEF Christmas Cards and Note Cards Available*
- 10 *Turning Communist Terrorists into Useful Citizens*
by HUGH TEMPLE
- 12 *French and German Teachers Exchange Textbooks*
by LEWIS M. LATANE
- 15 *The Curriculum Corner*
by JEANNETTE VEATCH
- 16 *The Human Relations Front*
by RICHARD PARRISH
- 17 *Labor Notes*
- 18 *Books and Teaching Aids*
- 20 *Our Locals Report*

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AFL convention demonstrates continued support of education

THE education program adopted at the 1953 convention of the AFL is an impressive demonstration of organized labor's staunch support of an adequate public school system as the indispensable foundation of a democratic society. It was a thrilling experience to work with the representatives of organized labor who are battling for the schools at a time when great industrial organizations are campaigning against them.

Federal aid to education

The convention reiterated the stand of the 1951 and 1952 conventions in favor of federal aid for five specific purposes: (1) increasing salaries of public school teachers; (2) providing better school buildings; (3) providing health, recreation, and welfare services for children; (4) eliminating adult illiteracy; and (5) assisting students who need financial help to remain in school.

While the report of the education committee was being presented to the convention, AFL President George Meany took the floor and made an impressive plea for federal aid to education. He said, in part:

This report reiterates the policy of the AFL in regard to educating the children of this great nation. Powerful industrial forces are opposed to federal aid to education. . . . Surely we all know and believe that the children of this nation are a priceless possession; they represent the future of this nation. And the one organization above all others that has always supported them is the AFL.

. . . we cannot get adequate [educational] facilities unless there is federal aid for education. The communities are either unwilling or unable to raise the taxes necessary to give adequate classroom and teaching facilities for these children. . . . You hear this in every state and in every community in the nation; and you will hear those who characterize federal aid for education as socialistic—the same people who will go to commencement exercises at the local high school representing local business or a Chamber of Commerce and tell the children that they are the priceless possession of the nation. Well, if they are our priceless possession, then we should support them and it is the duty of the nation as a whole. . . .

Yes, we are for federal aid for education; we are for any kind of aid . . . that will insure adequate education of . . . the nation's children.



IRVIN R.
KUENZLI

Income from off-shore oil for aid to education

On the question of obtaining revenue for federal aid to education from submerged oil, the convention adopted unanimously the following statement.

"The Executive Council calls attention to increasing support in Congress for the use of under-sea oil revenues for defense and education. The legislative and public relations forces of the AFL are to be commended for excellent progress made in this direction. Frank Edwards' radio program was very effective in alerting the people of the nation to the great opportunity to secure federal support for education through under-sea oil revenues. Whether or not funds become available from this source, the AFL takes the position that federal support for public education is essential to the maintenance of an adequate system of education for the nation's children."

Federal aid and national defense

In a significant statement pointing out that federal aid to education is essential to national defense, the convention declared:

A report by General Hershey, Director of Selective Service, in June 1952, on the rejections for military service for the Korean War, showed clearly that federal aid is essential to national security as well as to the national welfare. In ten states with low educational standards, the rejections were more than 30%. In ten states with high educational standards the rejections were less than 7%. The report showed conclusively that states with sub-standard educational systems cannot do their part in defending the nation. Rejections in these states

must be made up by states with high educational standards. The existence of low standards of education in any state should be a matter of serious concern for all states.

The rights of teachers

In adopting a section of the education committee's report on the rights of teachers, the convention deplored the pressure placed on teachers by administrators in many school systems to "persuade" them to join non-union teachers' organizations and not to join teachers' unions.

The convention declared: (1) that teachers should have adequate salaries, security in old age, democratic working conditions, and freedom from control of their private lives outside of school; (2) that teachers who desire to do so should have the right to supplement their inadequate pensions with Social Security; and (3) that the excessive number of supervisory officials should be reduced and the differential in salaries of administrators and teachers should be lessened.

BIE Days and Labor-Education Days

Acting on a resolution introduced by the AFT and a statement by the AFL Executive Council on the subject of "special days" in the schools, the convention condemned the use of the schools to promote the special interests of any private group. The report adopted by the convention pointed out that essay contests, Labor Day programs, lectures in the schools, educational institutes, the supplying of literature for the schools, special days, etc., are legitimate educational programs, provided that they are controlled, supervised, and carried out by the duly constituted school authorities.

While condemning the use of the schools to promote the special interests of private groups, the convention pointed out that the labor movement, as a community group, has a right and a responsibility to influence the curriculum constructively and to seek a fair and impartial presentation, in the schools, of the history, principles, and objectives of the labor movement, but that neither the labor movement nor any other private group should ever attempt to control the public schools or any part of the school program.

Defense of UNESCO

The convention went on record in defense of UNESCO as a constructive force in international

educational affairs despite certain weaknesses which may exist in its program. Concurrence was voted in the following statement made by the AFL Executive Council in its report:

Apart from any just criticism, there have been ill-informed, as well as malicious, attacks on personnel and on materials involved in these programs. We believe that while a careful and critical evaluation of both personnel and material is essential to the purpose and life of the program, the method used in making such an evaluation should in itself be sound.

Education is the key to the human mind. It must not fall into the hands of those who would use the much needed educational aids to subvert loyalties and distort facts. Personnel connected with UNESCO projects must be selected with utmost care.

Attention was called to the fact that the AFL was one of the first groups in the United States to advocate some kind of international educational organization, and that UNESCO, although not a perfect organization, is the only existing one which carries out, at least in part, the AFL's recommendation of an international educational program to include adult education and workers' education.

Communism in the schools

The convention approved a recommendation of the AFL Executive Council that "qualifications for teachers should include a prohibition against the employment of Communists as teachers." The report of the Executive Council, approved unanimously by the convention, stated further: "A Communist is subject to party control; a good teacher must be free."

While adopting this clear and forthright statement on Communists as teachers, the convention also adopted a statement that "great care must be exercised that, in our eagerness to suppress disloyalty, we do not inflict totalitarian controls upon the masses of our citizens. We must make certain, too, that the basic sources of our democracy are not obstructed. We believe, for instance, that the serious crisis which has weakened our public school system for more than a full decade is a more serious threat to our democratic government than is Communism in the schools. A sound system of free education is indispensable to our democratic government, and a weakened school system constitutes a weakened foundation for the structure of our free country."

(For further reports on the AFL convention, see pages 2 and 17.)

Junior High Schools vs. the Traditional (8-4) High School Organization

From Circular No. 373, Office of Education, U. S. Department of Health, Education, and Welfare. Prepared by WALTER H. GAUMITZ, Specialist for Small and Rural High Schools, and J. DAN HULL, Chief, Secondary Schools Section: Instruction, Organization, and Services Branch.

DURING the last 30 years the reorganization of the public secondary schools of the United States to include some form of junior high school has made tremendous progress, and the trend has been accelerated since 1946. In 1952 it was found that of the total 23,746 public secondary day schools in continental United States only 42.8 percent retained the traditional (8-4) form of organization. Of the remaining (reorganized) high schools, now totaling 57.2 percent, 13.6 were junior high schools, 7.4 were senior high schools, and 36.2 were junior-senior high schools.

In terms of enrollments this reorganization has gone even further: Only 25.2 percent of the pupils in 1952 attended regularly (8-4) organized high schools; 19.8 percent were enrolled in junior high schools, 19.9 percent in senior high schools and 35.1 percent in junior-senior or undivided high schools.

It is significant to note that this reorganization of the public secondary day schools has been especially popular in the cities of 10,000 or more population. Of all the 10,168 regularly organized high schools in 1952, only 614, or 6.1 percent, are found in these larger cities; 8,463 of these schools, or 83.2 percent, are located in the rural areas (under 2,500

population); since city high schools usually have large enrollments and those in rural communities small, the proportion of children attending are 33.3 percent and 48.4 percent, respectively.

Looking at the distribution of these types of public high schools by size of localities somewhat differently, it may be noted that of the 3,689 public high schools in the larger cities in 1952, 42.0 percent were junior high schools, 26.8 percent were senior high schools, 15.0 percent were regular high schools, and 16.2 percent were of the junior-senior type; the pupils enrolled in the public high schools of these large cities were, respectively, 32.6, 33.9, 17.1, and 16.4 percent. The high schools in rural localities show a very different distribution from those in the large cities; those regularly organized (8-4 plan) constitute 53.0 percent of the entire number and enroll 37.2 percent of all of the pupils; those organized as junior-senior high schools constitute 39.8 percent of all high schools and enroll 54.3 percent of all the pupils in the rural secondary schools. It appears that even in the country the reorganized high schools are now serving well over 3 out of every 5 pupils.

Despite this rapid change in high school organization, or perhaps because of it, there is at the present time a lively interest in the advantages and disadvantages of the reorganized high schools as compared with those of regular high schools, which for so many years were dominant in the public high school system of the United States. Some of the pro and con arguments urged by leading educators for each of these major types of high school organizations are listed here in summary form. They

Because we have had a number of requests for opinions concerning the relative merits of the various types of secondary school organization, we are publishing this part of Circular No. 373. In addition to the part presented here, the Circular includes three tables and a selected list of references. Copies of the Circular can be obtained from the Office of Education.

should not be interpreted, however, as reflecting the official opinion of the Office of Education. The statistical data presented are from the periodic survey of public secondary education, 1951-52, now being prepared for publication by this Office.

It should be stated at the outset that each of the advantages claimed has been found in both forms of organization. Neither, therefore, can claim a monopoly of any given advantage listed. A comprehensive discussion of the data available relating to each claim would result in a very extensive treatise. It is proposed to set forth here only those advantages for each of the two major types of high school organizations which seem to stand out in the professional literature.

Since the burden of proof has more often been upon those who would reorganize the high school, its advocates have been more prolific in advancing supporting arguments than the defenders of the traditional form of school organization. This may account for the longer list of advantages here presented for the reorganized schools. On the other hand, it is significant that the 7th and 8th grades are increasingly becoming a part of the secondary school system, and that unless the trend changes suddenly, the traditional (8-4) plan is on the way out.

Some advantages of the traditional (8-4) high school organization in the instruction of early adolescents

1. Too often the junior high schools ape the senior high schools in emphasizing subject-matter instruction, arbitrary pupil appraisal practices, harsh promotion and failure procedures, etc. Efforts to serve all youth and to grade them in relation to the capacities of each have made greater progress in the elementary schools. Longer retention of grades 7 and 8 in the elementary school organizations tends to extend these progressive practices upward.

2. Secondary school programs rigidly divided into junior and senior segments too often create two gaps instead of bridging the one originally existing in the traditionally organized school system. Greater integration between elementary and secondary education is very desirable, but neither type of high school organization will automatically achieve this objective.



The 1954 American Junior Red Cross Enrollment Poster was painted by the well-known artist, Amos Sewell, and emphasizes the theme of the year, "We Care—We Share."

3. Many junior high schools are formed by school administrators to solve school building problems rather than to improve instruction. Moreover, modern facilities — auditorium, gymnasium, library—are too often provided in the new junior high school buildings by exhausting the available funds, thus leaving the older buildings without the modern facilities needed for improving the instruction of the pupils remaining in the elementary school.

4. It is probably true that the reorganization of the high schools makes possible greater flexibility of building-space management. However, it has been found that through better planning of the schools organized on the 8-4 plan much of the desired flexibility can also be achieved. The educational advantages sought do not primarily stem from new buildings or organizational forms, but from better teaching and better relationships between pupils and teachers. This is true for both the traditionally organized and the reorganized high schools.

5. The junior high school organization tends to encourage educators to deceive themselves into thinking that they have improved the teaching and learning situation of early adolescents by the simple process of setting up a new school organization. The traditional organization keeps the focus of educational activities on the fundamental objective of the school; i.e.,

the normal and continuous growth and development of pupils under a principal and teacher who know them intimately.

6. The traditional school organization provides an environment in which children mature naturally. Social activities and all other paraphernalia and machinery emphasized in the junior high schools contribute to the "hot house" situation already present in the modern environment because of movies, television, radios, and periodicals which encourage children to ape adults and pretend to be more mature than they really are.

7. The traditional school organization affords a more natural guidance situation for pupils of grades 7 and 8, because in them all teachers serve as guidance officers, and all instruction becomes a guidance activity. This results from the fact that there is little departmentalization, and each teacher works with a limited number of pupils long enough to become well acquainted with them. The junior high schools quite commonly set up complex and expensive guidance structure, designed to create nothing except a situation which exists naturally in the family-like setting of the traditionally organized school and classroom.

Some outstanding advantages of organizing junior high schools for the development of early adolescents

1. There are many problems of early adolescents with which neither the elementary school nor the senior high school can cope adequately. It is important that boys and girls of this age span (approximately 12, 13, and 14) be grouped together in learning situations because, on the one hand, they feel superior to and more mature than the "children" in the first 6 grades; on the other hand, they feel left out in the planning and activities of the youth 15 to 18 years of age, who dominate student activities in the traditional high schools. Young adolescents like to feel that they are in "high school" even though it carries the prefix "junior." This feeling of status (belonging) helps to keep them in school and to motivate their interest during this explosive period of their lives.

2. Junior high schools emphasize student activities; children of this age group desire and need to participate in more such activities—self-government, school management, com-

munity projects, clubs, discussion groups. They want to exercise more responsibility than is commonly given them in the elementary schools, but less than is demanded in the senior high schools. They need learning experiences to help them mature gradually and under favorable conditions, both with regard to fellow pupils of their own age and to their teachers.

3. The shift from one-teacher-all-day to full departmentalization on a subject-matter basis should not be as abrupt as it usually is from the grades to the regular high school. A good junior high school departmentalizes in part; i.e., part of the day the pupils go to teachers specializing in subject-matter, and part of the day they work together in home rooms or on core projects in which teachers of two or more subjects cooperate in coordinated projects. Eventually every student needs to assume full responsibility for his education but not too early in life. The junior high school lends itself well to this gradual shift from the elementary one-grade, one-classroom process to full departmentalized subject-matter teaching with its wider choice of electives and greater self-direction.

4. As a rule junior high schools in much greater numbers than elementary schools provide guidance officers specially trained to help the maturing pupils study and understand themselves, their school, and their associates. They give more attention to helping youth develop better self-understanding, and to appreciate what public secondary education is all about, how the school is organized, and what its functions are in their own lives and the community it serves. The junior high school puts more emphasis on permanent records and reports, on use of objective tests and measurements in instruction, and on contacts between the school and the social and industrial life of the community.

5. As a new and unique part of the school system, the junior high school is in a strong position to provide for individual differences which become accentuated during adolescence and to deal with problems of pubescence and maladjustment which appear in greater numbers. These need to be recognized and planned for in the school's program and schedule, but are more often overlooked by the traditional high school.

6. Teachers like to teach in the junior high schools better than in the elementary schools. The salary and equipment are likely to be better, resulting in greater selection and longer retention of junior high school teachers. Moreover, more specialization on the educational problems of maturing adolescents and more education in the subject-matter fields put junior high schools teachers in a better position to produce superior teaching than those in the 7th and 8th grades of the elementary schools.

7. Another important advantage of the junior high school is that it lends itself better than the 8-4 plan to gearing school-building programs to the needs of children of various age levels. Young children cannot be expected to go long distances to and from school. Therefore, neighborhood junior high schools within suitable distances are needed; older children can go longer distances to centralized senior high schools. Through such a plan both types can better provide the increasing variety of educational services needed by growing youth than is usually available in grades 7 and 8 of the local grade school.

8. The junior high school makes possible greater flexibility in building-space management. If the grade schools are crowded, the 6th grade or part of it can be sent from two or more elementary schools to the junior high schools; if the central high school is crowded, the 10th grade can be sent temporarily to two or more junior high schools. Or the 7th or 9th grade children of the junior high schools can be shifted temporarily to the elementary schools and the senior high schools. The resulting grade arrangements may not be ideal, but with rapid shifts among the various age groups needing school-room space (due to high mobility of population and rapid economic changes) some elasticity in control of school-building space is needed.

9. Recent years have witnessed an insistent demand for far-reaching changes in the program and services of the secondary schools. One source of this demand stems from the rapid increase in the number and type of youth who desire entrance to these schools. In the face of the growing pressure for more and better education for youth of high school age, there has been much resistance to rising costs of education. Reorganization of high schools along junior high school lines has become the most



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acceptable way of bringing about desired changes and of doing this within reasonable costs for more buildings and more suitable programs.

UNICEF Christmas Cards and Note Cards Available

THIS year there are two kinds of UNICEF greeting cards and note cards available. One is an assortment, in dramatic colors, illustrating "Children at Play" in various countries: the Middle East, Greece, Pakistan, Peru, and the Philippines. A brilliant team of British artists, Jan Lewitt and George Him, contributed their work to this project in order to help the United Nations International Children's Emergency Fund in its child care and feeding programs, which are carried on in some 70 countries, largely in Africa, Asia, the Eastern Mediterranean area, and Latin America.

A box of 10 cards (2 each of 5 designs) with "Season's Greetings" in the five official languages of the UN, costs \$1. Personal note cards which can be used throughout the year, since they do not have the "Season's Greetings" imprint, are available at the same price.

The world-renowned artist, Henri Matisse, contributed the design for the other greeting card and note card. He has symbolized the UN with a flaming torch in yellow and deep blue, the yellow for the fire which purifies and illumines, the blue for the core which stands for steadfastness, sincerity, and ultimate peace. These cards, too, are available either as greeting cards for the Christmas season or as note cards without greetings, for use at any time. The price is \$1 for a box of 10.

UNICEF helps countries to help themselves, since the countries receiving aid must invest an equal amount with locally available materials and services. UNICEF is supported by voluntary contributions, both governmental and private.

An order for one box of cards will help UNICEF to provide milk for 5 hungry children for a week, or vaccine to protect 12 youngsters against tuberculosis, penicillin to treat 4 children for yaws, or DDT to guard 6 persons from malaria for one year.

Address orders to: **UNICEF Greeting Card Fund, United Nations, New York.** Checks or money orders should accompany orders.

Turning Communist Terrorists into Useful Citizens

By HUGH TEMPLE

NOT ONLY with bullet and bomb in the Malayan jungle is the war against the Communist terrorist being fought and won. For, as General Sir Gerald Templer, the High Commissioner, has said, the fighting war is only 25% of the problem in Malaya. The other 75% of the battle against international communism lies in winning the hearts and minds of the various communities and proving to them that we have a better way of life to offer than the Communists.

And no better example of the success of this policy is to be found than in the Federation of Malaya Government's Taiping Rehabilitation Camp. Here, on a former race-course under the jungle clad mountains walling the town, no less than a thousand Chinese men have re-learned the democratic way of life and have been unconditionally released after a period of six to 12 months, to take their place among the Federation's law-abiding citizens.

The visitor to the Taiping Rehabilitation Camp today, soon after its third anniversary, finds its 400 inmates cheerfully at work.

At desks on the tiers of the grandstand, classes of men are learning to read and write their own language as well as Malay and English, arithmetic, bookkeeping, and geography.

Others are looking after the pigs in the former stables, in the paddock nearby, or at work in the poultry runs or vegetable gardens. In the workshops many are being trained as motor-mechanics, tinsmiths, carpenters, bicycle repairers, tailors, and barbers. For recreation they play basketball, badminton, volleyball and Association football.

The open gate

It is easy for the visitor to get into this temporary school for former Communist sympathizers and supporters—through the invitingly open gate in the single girdle of barbed-wire, strung mainly for protection against marauding terrorists who might possibly come from the dense hills behind the camp. It is almost as easy for the inmates to break out. That not one ever has done it seems proof of the sincerity of those contented faces the visitor sees in Taiping and of the high morale the camp officials talk about; it also explains the remarkable fact that some 300 "old boys" traveled thousands of miles at their own expense to attend the camp's third anniversary celebrations.

The students at this experimental base for re-directing a man's sympathies are selected, from the detention centers, by police, Camp



A game of basketball in progress in the grounds of the Taiping Rehabilitation Camp, Malaya.



Men in the Taiping Rehabilitation Camp in Malaya prepare vegetables from the camp's market garden. The camp aims to turn former Communist terrorists into useful citizens.

representatives, and delegates of the Malayan Chinese Association. Men of 18 to 40—the average age is about 24—who are suspected of having helped the Communist terrorists, arrive at Taiping's spacious encampment with its airy, wooden dormitories, dining halls, canteens, barbers' shops, movie, and hospital. They are often badly demoralized from the close confinement and aimless existence of the detention centers where the detainees number 3,703.

After a chat with the Camp authorities, a gift of civilian jersey shorts and tennis shoes, and a few hours among the more seasoned students, the new arrival loses his sullenness and recalcitrance. In a short time he is at work on the Camp curriculum which takes up his education where it had ended—the majority have had meager schooling; introduces him to vocational training; keeps him fit, through physical exercises and games; broadens his outlook with films and plays; and, most important of all, continuously holds before him the disciplining example of leadership and cheerful obedience.

Parole

The liberty allowed around the Camp is shown by the wide system of parole for permitting promising detainees to be apprenticed to trades in the town of Taiping. The visitor can watch them daily strolling off through the

open gate to their work. Parents, families, and friends are helped to make frequent visits—meetings take place in a room outside the Camp.

Taiping makes no attempt at political indoctrination, although the normal daily life of the Camp shows the advantages and benefits of the democratic way of life. Students who wish to do so may follow their own religion.

Within a matter of weeks the normal student at Taiping is ready for his second interview with the Camp authorities who assess his progress, and, if it is considered sufficient, discuss with him his occupation after release. The average graduation from the Camp is five and a half months—some students have left on trust after two months.

The authorities enlist the aid of local branches of the Malayan Chinese Association—whose goodwill and more tangible cooperation have been invaluable throughout the experiment—to obtain work for a resettled student and keep an eye on his welfare. There have been few failures or throw-backs and most "old boys" are not only prospering in useful employment but are sturdy and convincing upholders of the Government and the free world.

* * *

Taiping is an illustration of how communism can be treated with other than punitive or military means.

French and German Teachers Exchange Textbooks

By LEWIS M. LATANÉ, Local 340, Baltimore, Maryland.

IN MAY 1951, the *Fédération de l'Education Nationale* (French Teachers' Union) and the *Gewerkschaft Erziehung und Wissenschaft* (Teachers' Union in the German Federal Republic) entered into an agreement for a joint study of public school textbooks to determine to what extent such textbooks serve mutual Franco-German understanding and the development of an international spirit. The work of the commissions set up by the two organizations as a result of this agreement has passed the experimental stage. The German commission has made detailed studies of 43 textbooks, the French of 35. Two joint meetings of the commissions have been held. Publishers and authors have manifested interest in the work of the commissions and a technique of operation has been established that should be highly influential, on the one hand, in eliminating the chauvinistic texts, and, on the other hand, in encouraging a fair and accurate portrayal of various foreign cultures. The two organizations

Mr. Latané has long been a member of AFT's standing committee on international relations. He was one of six Americans chosen to attend the UNESCO Seminar in Sèvres, France, during the summer of 1947. He also spent the 1952-53 school year in France, where he became especially interested in the Franco-German textbook exchange project which he describes in this article. At present he is working on a similar project that is being carried on by the French Teachers Union and the American Federation of Teachers.

are establishing this exchange on a permanent basis and hope that it will furnish a model for many similar bi-lateral agreements.

The French commission, in their report on the German textbooks examined, recognize that the works published since the war show a spirit of international comprehension eminently favorable to the rapprochement of the



Many teachers in France and Germany realize that Franco-German relations a few years from now will be greatly influenced by the textbooks used by French children such as those shown here on the opening day of the school year. The teachers are trying, therefore, to eliminate chauvinistic textbooks and to encourage a fair and accurate portrayal of various foreign cultures.

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Teachers participating in the exchange and examination of French and German textbooks hope that German children such as these will be favorably influenced by the newer German textbooks, which are inspired with the spirit of understanding among peoples and tend to the reconciliation of the two countries. The children shown here are starting their school careers with obvious joy as each one clutches a traditional "Schultüte," a cone-like container filled with goodies and presented by his parents, to celebrate the important occasion.

UNITED PRESS PHOTO

two countries. The books reviewed indicate that complete pedagogical freedom is left to German authors and that the use of progressive methods is widespread. The greatest number of defects result from the difficulty of keeping books abreast of current changes. Technical realizations and industrial progress do not receive adequate treatment in German textbooks dealing with France. Social history, the labor movement, and many important currents of French thought and intellectual life are neglected. Relations between France and her former colonies, united now to the mother country within the French Union, play a more important part in the material and spiritual life of every Frenchman than German textbooks would indicate.

The German commission thought that the French textbooks dealing with Germany tended

to overemphasize a certain sentimentality in traditional German culture. Greater attention should be paid to modern German literature. The commission commented on the inadequate treatment of general history in the French course of study. There should be a presentation, even if only in outline form, of the various great world civilizations. In science textbooks there should be a better presentation of the history of science as a record of human achievement, so that the study of the sciences may serve international understanding by inculcating in youth a respect for true scientific objectivity in judging the contributions made by the various peoples of the world.

All of the above comments are documented by citations from the textbooks reviewed and by references to authorities in the various fields involved.

The textbooks examined included literature, foreign language, history, geography, mathematics, and physics. The two commissions felt that in addition to history and geography textbooks, modern languages and works designed to present to youth the civilization of a foreign country were of particular importance. Steps have already been taken toward an exchange of documentation on this subject. The French commission has furnished bibliographies, photographic reproductions, and works of interest in the various subjects, to be placed in the Institute for the Improvement of Textbooks at Brunswick, Germany. This material, as well as the reports exchanged by the two commissions, is at the disposal of publishing firms. In all cases, the reports are sent to the authors and editors concerned.

In September 1952, the French commission met with the German commission for four days at Brunswick. In February 1953, a similar joint meeting took place in Paris. At these joint meetings the points made in reports on textbooks examined were discussed in detail. The members of the two committees visited schools, first in Brunswick, later in Paris, observed classes in which the textbooks were used, and discussed with teachers and administrators the practical problems involved.

The spirit in which the textbooks are studied goes far beyond the detection of minor errors of fact or language, although such details are noted and are of value. German publishers have requested the privilege of submitting manuscripts to the joint commission prior to publication, recognizing the value of a critical study made by classroom teachers. The reports reflect practices based on modern pedagogical principles. Their influence will undoubtedly serve to improve textbooks from the viewpoint of pupil interest, to increase the knowledge of current social conditions, and to establish a basis of international understanding.

Not least among the merits of the study being undertaken by these two organizations is the fact that it is being done by organizations of classroom teachers—that is, teachers' unions. A committee of the American Federation of Teachers, under the leadership of AFT Vice-President Arthur Elder, has entered into a similar agreement with the *Fédération de l'Education Nationale*. The two committees have exchanged textbooks, and studies of the

reports are well under way. In addition to the direct values in the matter of textbook improvement, the work of the two committees will surely be another link in the chain of friendly relations between the American Federation of Teachers and the *Fédération de l'Education Nationale*.

PRESIDENT'S PAGE

(Continued from page 2)

high purchasing power, without which this economy would collapse in a matter of days.

"We think of human values, of housing, of health and education, and as we face the future we take a look back and we realize that we never got anything without fighting for it. . . .

"We will face all these problems as an adult organization, as an organization that has great responsibilities, an organization that has a permanent place in the economic structure of this great country. And as we turn our eyes to the future, we will think primarily of the fact that we are sure deep down in our hearts that the things that are good, if they are good for America, are good for the American Federation of Labor."

Convention delegates heard these words of praise from Secretary of State John Foster Dulles:

I am happy to be with you today and to talk with you about our effort to win peace and security for the United States. The contribution of your organization is vital to that effort and I am very much aware of what you have done. Had it not been done, we would now have less chance for peace and for the preservation of values even more precious than peace. You and your leaders have been in the struggle where it has been most intense. You have gained an experience and a wisdom which indispensably supplements that of government. . . .

You have done more than any other single body to explode the Communist myth. . . .

Among the outstanding speeches at the convention were those by Senator Stuart Symington, of Missouri, and Senator Wayne Morse, of Oregon. Senator Symington criticized severely the action of Congress in cutting the Air Force funds by five billion dollars. He urged that the American people be told the facts about our defense needs.

For part of Senator Morse's statement on the need for rewriting the Taft-Hartley Law, as well as for a summary of other important convention action, see page 17.

For convention action on education and teacher welfare, see page 4.

THE CURRICULUM CORNER

By JEANNETTE VEATCH, Local 2, New York, N.Y.
School of Education, New York University

SOME of us have felt that the readers of the AMERICAN TEACHER might be interested in a monthly column which dealt solely with matters of curriculum. While we want to assure everyone that those of us participating in this venture have strong ideas about politics, labor legislation, teachers' salaries, and the like, nevertheless we do not feel that discussion of such topics belongs on this page.

So it seems to us that in this, our bow to members of the AFT, we should stake out rather carefully the ground we have chosen to explore. This ground is to be found in the first half of the AFT motto: "Democracy IN Education." Of course, the emphasis is ours, but that is part of our concept of the job. We are mainly concerned with that which makes a school room, at any age level, democratic in its relationships between teachers and pupils. We intend to cite research, old and new, as it fits into our discussion of practices relating to this area. And, of course, we will draw upon our own experiences and study when they have pertinence.

Teachers all have varying ideas about curriculum, while agreeing broadly that democratic practices are essential. It is these differences of opinion concerning the HOW of those democratic practices which get such fine discussions going.

It seems to us, as we work with teachers at the in-service level, that many of their assets are being ignored by those most responsible for curriculum improvement. One of the most common of these assets is the fact that most teachers honestly WANT to enjoy their work. Most teachers are eager to find ways of working with children that give *them*, the teachers, more satisfaction on the job. Unless curriculum directors recognize and use this fact as a basis for action, they are going to be thwarted in their efforts. For example, it is well known that teachers who are forced to attend curriculum meetings after school are not inclined to view the ideas expressed there as favorably as they are when the teachers are released from their regular duties to attend the meetings or when the meetings are held on a voluntary attendance

basis. But it seems to take great courage for curriculum directors to accept that fact as a working basis for curriculum change.

The reader may wail, "But teachers SHOULD be professional enough to come to ANY meeting." Maybe so, but that begs the point. Teachers have little chance to develop a feeling of "should" if they are not trusted to do so by their administrators. He who lets his teachers do some deciding about whether or not they want to come to a meeting, or what they will discuss *when* they do come, taps the well spring of a basic teacher drive, namely, love of work.

We would have to admit that this basic drive is all too often hidden. Yet it does raise itself, sometimes quietly, sometimes thrillingly, in the most unexpected ways. The classroom in which all of the kinks have been worked out by about the fifth week of the term, and teacher and children are a solid, happy, working and playing unit, provides an example of basic love of teaching. Teachers and children in those rooms are really quite fond of each other and the living is good. The glow that comes to a teacher when she suddenly discovers, via a love letter of sorts, that SHE is the BEST teacher little so-and-so EVER had is ample reward for creating a classroom situation of this kind. Again, when a teacher has recognized that the unloved children are those *hardest* to love, and has worked to break through that barrier of dislike to find a new land of shy affection, peace, and cooperation, Monday mornings can be awfully nice and Fridays not so desperately hilarious. These are some of the ways in which a teacher's basic love of work finds expression. They are fostered by curriculum directors who understand that you can lead a horse to water but you cannot make him drink; that boring meetings after school, with attendance compulsory, are enemies of curriculum change.

But those of you who are nodding your heads vigorously in agreement should recognize that teachers who balk at boring teachers' meetings must keep quiet if they, in turn, have boring classrooms. But, as Kipling said, that is another story, and we will tell it at another time.

"At last the ideals and programs of the labor movement are getting belated confirmation from scientists who are used to dealing with facts as they are, cold and objective. There is, therefore, no rational excuse for human hunger, misery and exploitation."—Excerpt from an editorial in "Labor Reports," July-August 1953.

THE Human Relations Front

by Richard Parrish

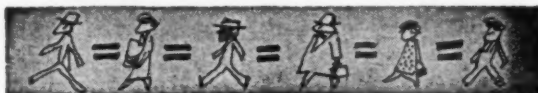
Chairman of the Committee on Democratic Human Relations

DEBITS —

During World War II, 2,000 Peruvian Japanese were shipped to the U.S. and interned in Department of Justice camps as dangerous enemy aliens. Later some were allowed to return to Peru, some were deported to Japan, and others were paroled to work in various parts of the country. Now 250-300 of these are subject to deportation to Japan, since Peru will not accept them. "These Peruvian Japanese," stated Mr. Masuoka of the Japanese-American Citizens League, "are probably the most unfortunate victims of war's tragedy in the Western Hemisphere. Not only were they uprooted from their homes without reason or explanation but they were shipped to a strange land to be imprisoned. Certainly they are refugees in every sense of the word and are entitled to sanctuary in this country."

The 83rd Congress did not act on legislation to give statehood to Hawaii and Alaska, though the House of Representatives approved the bill for making Hawaii a state. One of the major stumbling blocks to this legislation is the large number of Indians and Orientals in the territories. It is feared these may send representatives and senators to Congress who would considerably lessen the influence of the Southern bloc. The same Congress voted to limit public housing construction to 20,000 units this year and further forbade housing officials to make plans for any future units. In effect, this provision means the abolition of public housing by the federal government for the next three or four years.

Attorney-General Brownell has secured in New Orleans an indictment against officers and members of the National Agricultural Workers Union, AFL, for alleged violation of the Sherman Anti-Trust Act. The Union consists mainly of small farmers, who produce strawberries for the northern market. After forming a union the members set up a cooperative marketing program whereby they were able to secure better prices for their berries. This was achieved not by an increased cost to the consumer but by a decrease in commissions to big chain store buyers. For this self-help, cooperative activity they are being brought into court.



CREDITS +

A special study by the Jewish Labor Committee covering a period of ten years showed that "significant and steady improvement in the attitudes and policies of American trade unions toward Negro members has taken place." Ten years ago thirty international unions discriminated against Negroes by means of constitutional provisions, tacit consent or segregation in separate auxiliaries; these represented 18.7% of the total number of organized workers. In 1953, the number of unions which discriminate in some form represent 4% of the total number of organized workers.

The armed forces of the U.S. are tackling segregation in several phases of their program. In August the Secretary of the Navy announced that segregation among civilian employees at 43 naval stations from Virginia to Texas was to be abolished. The order requested base commanders "to proceed steadily and expeditiously toward the complete elimination of all barriers to the free use of facilities on government owned shore stations." Progress reports are to be made to the Secretary of the Navy every 60 days. The Defense Department has set a two-year period for ending segregation in state operated schools on military posts. There are 16 army and air force bases in the South where schools are operated by the states with federal funds. A two-year period from now to the fall of 1955 was decided upon by the Defense Department in order to make a survey "on the most feasible method" to end segregation.

Three Japanese Americans, members of Company 9, 278th Regiment Combat Team, stationed at Camp Drum, New York, served as assistant instructors in basic military subjects at West Point during the past summer. The Combat Team was assigned to summer duty at West Point.

Negroes as railroad engineers, firemen, conductors, and trainmen will soon become a reality in New York State, now that seniority lists of furloughed workers have been exhausted. Credit this to the State Committee Against Discrimination.



LABOR NOTES

Summary of important action by AFL convention

Among the most important actions taken by the AFL convention in St. Louis, September 21-25, were the following:

1. Unanimous approval of the no-raiding pact with the CIO.

2. Adoption of a plan for formulating machinery to end jurisdictional strife among AFL affiliates.

3. Complete endorsement of former Secretary of Labor Martin Durkin.

4. Renewed determination to work for revision of the Taft-Hartley Law.

5. Unanimous re-election of President George Meany and Secretary-Treasurer William F. Schnitzler,

re-election of the incumbent members of the Executive Council, and election of two additional Council members—Maurice A. Hutcheson of the Carpenters and Al J. Hayes of the Machinists.

6. Forging of a strong legislative program for 1954, including a broad housing program, Social Security improvements, federal aid to education, civil rights legislation, strengthening of the Department of Labor, protection for federal government employees, and fair taxes.

7. Adoption of a strong foreign policy program, calling for a top-level conference of the leaders of

the free world to cement unity, shun appeasement, and agree on a joint stand with regard to specific world problems.

8. Chartering of a new AFL International Longshoremen's Association to replace the group ousted by the convention and serve as a clean, democratic, and aggressive collective bargaining representative for the nation's dock workers.

9. Reaffirmation of the AFL's determination to engage in a stepped-up political drive next year to elect a liberal Congress in the 1954 elections.

Senator Wayne Morse tells AFL convention what's wrong with the Taft-Hartley Act

A major part of the address delivered by Senator Wayne Morse at the AFL convention dealt with the need to amend the Taft-Hartley Law. "There is not a single provision of the emergency dispute section of the Taft-Hartley Law that provides an effective procedure for handling emergency disputes," he said.

"Next I would mention the need for a thorough redrafting of the injunction provisions... The public is not aware of the fact that in secondary boycott cases, injunction procedures are mandatory rather than discretionary. The law now *requires* the government to seek an injunction for even the most technical violation of these provisions. Such actions represent a waste of government time and money... A very effective propaganda job has been done on the American people in respect to the term 'secondary boycott.' Huge sums have been spent by the treasuries of anti-union employer forces in our country to create the impression that any and all secondary boycotts are anti-social and should be outlawed as a labor abuse.... It is too bad that more people do not place themselves in the position of free workers who are asked to help in the long run to lower their own standard of liv-

ing by working on struck goods or by working on goods that in an earlier stage of production were produced under working conditions that endangered the health and safety or decent standard of living of other workers... There is a need to recognize within the law clear-cut distinctions between and among the operative facts of various types of secondary boycotts. The Taft-Hartley Law does not do that. It makes a blunderbuss shotgun approach to the secondary boycott problem.

"...Another feature of the Taft-Hartley Law that should be rewritten in fairness to all concerned [is that part] which provides that economic strikers who have been replaced by an employer have no right to participate in labor board elections....

"Given bad times and unemployment, cheap replacements for strikers would be readily available—and strikers disenfranchised by the thousands. Union members would have the alternative of agreeing to wage cuts and almost any condition a predatory employer would care to impose or face replacement, loss of voting rights, and the defeat of his union. Under the Wagner Act both strikers and their replacements

were eligible to vote in NLRB elections. Now the free rider and strike breaker, who himself would often be a victim of circumstances, would be able to displace a striker, regardless of seniority and need.

"The precious right to strike becomes a rather meaningless thing in many factual situations, if exercising that right disfranchises the strikers in an NLRB election. On this issue, the Taft-Hartley Law is a weapon with which anti-labor employers who do not like the fact that their plant is, or threatens to be, unionized, can break a union by hiring non-union employees upon the assurance that when hired they will vote non-union."

AFT delegates attend AFL convention

AFT delegates to the AFL convention were President Carl Megel, Secretary-Treasurer Irvin Kuenzli, Washington Representative Selma Borchardt, and Vice-Presidents Arthur Elder and Mary Wheeler. In accordance with the action taken by the AFT convention, these delegates presented resolutions on labor unity, housing, Social Security for teachers and Business-Industry-Education Days. (See pages 2 and 4 for additional reports on the convention.)



BOOKS AND TEACHING AIDS



A heart-warming picture of an excellent public school

A PUBLIC SCHOOL FOR TOMORROW. By MARION NESBITT. Harper & Brothers, New York, N.Y. 1953. 164 pp. \$2.50.

There is little doubt that Maury School in Richmond, Virginia is a good school. There is even less doubt that Dr. Nesbitt, its fourth grade teacher, has given us an accurate and heart-warming picture of it. She is selling the reader on the place where she works, and at times rises to moving heights in pursuing her task.

While the author does not have the power and scope of an Alvina Burrows or a Carolyn Pratt, nevertheless she has written a book which contributes to their tradition. It is written by one who loves this business of teaching, and this love and depth of interest are communicated to the reader. There is a dedicated quality about the book which only barely misses being evangelical in spots.

This reviewer can perhaps be pardoned for being somewhat picky about a weakness or two in what is otherwise an excellent school. Make note that I say the school, not the book. As one who has been entertained twice at Maury School, criticism might seem to come with ill grace. Yet I am sure that the ensuing paragraph is nothing new to a faculty notable for its self-examination.

The superficiality of learning in what might be termed the social studies areas seemed to me apparent. There was little evidence in classrooms of children's interests that could be expressed by construction of a significant nature. The Bonser approach to practical arts, in my opinion, would help a lot.

The next question to be asked is embarrassing but necessary. Is the reader to believe that children of low economic level in a superior white school of a segregated system never discuss the matter of race? Nesbitt gives us many excellent examples of children's philosophical probings. It is hard to believe that segregation did not rear its head once in a while.

But however fundamental these two questions may be, I am prepared to defend the initial sentence of this review. Maury is, by and large, one of the better schools of America.

It has a justifiable reputation because it has taken giant strides in the past eighteen years in the direction of democratic education. Children are important here—important not merely as a means of obtaining a pay check. Dr. Nesbitt has been an integral part of a process which she would be the first to attribute to a

quite remarkable woman, Etta Rose Bailey, principal of the school. Miss Bailey is dedicated to the cause of enriching the lives of the children who come to the school, and the community whence they come. It is a tribute to her administrative ability that she is barely mentioned in the book.

Teachers and administrators from all over this country can gain from this book all sorts of ideas that will make it possible for a school and a community to enjoy each other. Not the least of Maury's achievements is a calm and peaceful lunch hour, and if for no other reason, this writer would urge all and sundry to make the trip to the school in order to see what can be done to create this kind of atmosphere when children and their ideas are given real respect.

May we who have often chafed at the lack of recognition of the forward-looking work that public schools have done welcome this new book, which describes a school that is proud of belonging to a public school system. And may we further express our gratefulness for a book that is as enlightening as it is delightful to read.

JEANNETTE VEATCH, *Local 2, New York, N.Y.*
School of Education, New York University

For teachers of retarded children

NEW HOPE FOR THE RETARDED. By MORRIS P. and MIRIAM POLLOCK. Porter Sargent, 11 Beacon Street, Boston 8, Mass. 1953. 192 pp., 42 illus. Cloth, \$4.50.

Of inestimable value to parents and teachers alike, this book, written by two people who have conducted a home school for retarded children, is filled with many special educational techniques and devices. It is perhaps the most usable, down-to-earth manual for teaching mentally retarded children that has yet appeared.

It begins with a revaluation of the psychological and personal potential of these children, a revaluation which refutes once and for all the misconception that they are dangerous, that they are lazy, that they are incapable of religious devotion. Indicative of just how concrete this book is, there is a chapter which shows, in great detail, how and what retarded children can be fed, how satisfactory relationships can be established between a retarded child and his brothers and sisters, and how he can help in chores around the house, thereby coming to feel a sense of identification with the functions of family life.

There is a chapter which contains a complete account of the daily schedule for elementary, intermedi-

ate, and advanced pupils, with a chart for surveying the progress and analyzing the difficulties of each child. Parents, as well as teachers, will find this chapter of great help, along with several chapters describing a series of parties and games, individual handwork and group projects, and entertainment selections, all within the mental and emotional range of the retarded child and all providing effective instruction. One informative chapter provides insight into the problems of those retarded children who are "silent"—unable to communicate by words their fears and needs. This book gives an account of the means by which these children can be taught that most human of accomplishments—speech.

Dr. Frederick J. Gillis, Assistant Superintendent, Boston Public Schools, in an enlightening foreword, points out that "the vote of the feeble-minded carries as much weight at the polls as that of the college professor. Realization of this should impress on all of us the need of preparing all our children to become law-abiding citizens." And Eleanor Roosevelt says: "It is written in terms that are easily understandable to the layman and it should be a great help to the many people who have to deal with this sad situation in their families. I am sure this book will help many a child to have a happier childhood and to become as developed as his capacities will allow."

Angelo Patri has made this comment on the book: "This book is a Godsend for the teachers of such children. Teaching the backward child is a new idea in education, and so the teachers have been unprepared for the task. The usual college courses give them a groundwork, the theory, but classroom practice and theory can be wide apart. This book tells in plain words what to expect, what to do, and how to do in teaching the retarded, the feeble-minded. It will be welcomed by these teachers enthusiastically."

A practical manual for practical teachers—and one that they can recommend to parents seeking practical guidance. Practical, in short, is the word for this book.

NICHOLAS WELLS, *Local 1037, Lynn, Mass.*
Editor, "Special Dispatch," newsletter of the
Massachusetts Special Class Teachers Association.

BOOKS RECENTLY RECEIVED

For the school library or Christmas gifts for young people

E. P. DUTTON & CO., 300 Fourth Avenue, New York 10, N.Y., have recently added the following to their books for young people:

No Way Back. By HILDA CUMINGS PRICE. 192 pp. \$2.50. A story of the Civil War in England in the reign of Charles I.

The Gabriel Horn. By FELIX HOLT. 192 pp. \$2.50. A picture of the Kentucky frontier in the 1800's.

Indian Drums Beat Again. By FRANCES MCGUIRE. 123 pp. \$2.50. A story of a twelve-year-old boy who goes to spend the summer on Mackinac Island.

King Arthur and the Round Table. By A. M. HADFIELD. 232 pp. \$2.25. Illustrated in color.

The Jacksons of Tennessee. By MARGUERITE VANCE. 181 pp. \$2.75. A chapter in the history of pioneer America, charmingly told.

The Young Traveler in France. By ALEXANDER REID. 224 pp. \$3.00. The first four volumes in this "Young Traveler" series are now ready. They include, in addition to the one on France, volumes on Sweden, Holland, and England and Wales. Twenty more books are in preparation for the series. Care has been taken to make the books informative as well as attractive. They are written for boys and girls between the ages of 11 and 16.

Salome Goes to the Fair. By PAUL WITTY and ANNE COOMER. 160 pp. \$2.50. A story that will appeal to boys between 11 and 14 who like the out of doors. ABELARD PRESS, 381 Fourth Avenue, New York 16, N.Y., offers these new books for young people of various ages:

Scarf Dance. By LAURA KERR. 192 pp. \$2.50. A fictionalized biography of the French composer, Cecile Chaminade, who sold more than five million copies of her famous composition, *Scarf Dance*, before her death in 1944. The story is told with sympathy, and details have been carefully authenticated. For the early teens, this book should make the study of music more attractive.

Great Artists. By ANNETTE TURNER. 288 pp. \$3.00. Stories of twenty-six master painters, told in vivid word pictures, form a fine introduction to art.

The School Train. By HELEN ACKER. 118 pp. \$2.00. An authentic story of two brothers, 9 and 11 years old, who have an exciting experience with the school train in the Canadian wilds.

The Unruly Robin. By DORATHEA DANA. 64 pp. \$2.50. How the Davis twins raise a robin is charmingly told for the six- to nine-year-olds.

This Is My Heritage. By SARAH LINDSAY SCHMIDT. 242 pp. \$2.50. A modern novel with its setting in Colorado.

Up the Windy Hill. By AILEEN FISHER. 125 pp. \$2.00. This gay verse appeals to adults as well as to children. Everything from teddy bears to picnics seems to suggest a song. These are amusing verses to read aloud.

Christmas All Year Round. Edited by MARJORIE VETTER. 320 pp. \$2.95. A collection of twenty-five stories of Christmas from the Girl Scout magazine, *The American Girl*.

Michael McGillicuddy. By LORETTA MARIE TYMAN. 50 pp. \$2.00. An amusing story of a large family that solves the housing problem in an unusual way. For children from 5 to 8.

GARDEN CITY BOOKS, 575 Madison Avenue, New York 22, N.Y., includes in its series for juveniles:

The Real Book about Indians. By MICHAEL GORHAM. 191 pp. \$1.25.

The Real Book about Rivers. By HAROLD COY. 192 pp. \$1.25.

The Real Book about Camping. By JIM ROBERTS. 192 pp. \$1.25.

Others in the series are about Lincoln, Daniel Boone, and George Washington. Still others are on such subjects as baseball, airplanes, and stars.



OUR LOCALS REPORT

Survey provides basis for reforms

1021 LOS ANGELES, CALIF.

—A survey of the opinions of Los Angeles teachers concerning school problems was requested by Local 1021 when the union was first organized in 1948. Such a survey was finally made last spring by Science Research Associates. Teachers' opinions were obtained on the following subjects: work load, working conditions, curriculum materials, pay, sick leave and retirement benefits, friendliness and cooperation of fellow employees, relations with immediate superior, personal freedom, community relations, confidence in school board, opportunity for growth and advancement, professional satisfaction, identification with school and its program, and adequacy of pro-

vision for individual pupil differences.

Although the Los Angeles Teachers Union is not in agreement with the interpretation made of some of the figures, the figures themselves are clear enough so that the mere presentation of them without comment will give teachers and administrators much material for thought. The local's first three bulletins of this school year present these figures.

Already there have been some improvements as the result of criticisms made by teachers through the survey. Rest rooms are better, and some provision has been made for more school clerks, since the survey brought out that teachers felt there was a greater need for more clerks than for additional administrators.

Portsmouth publishes teachers' handbook

746 PORTSMOUTH, O. — The

members of the Portsmouth Federation of Teachers are especially proud of the *Handbook for Teachers* which the local published at the beginning of the present school year. Copies of the pamphlet have been distributed to all members of the federation and to new teachers as well as to the superintendent and the board members.

The handbook contains information about the administration of the Portsmouth schools, their financial support, teacher contracts and tenure, sick leave, retirement regulations, salary schedule, group insurance for teachers, and many other items of interest to local teachers.

Salt Lake City local receives labor support for constructive educational program

1190 SALT LAKE CITY, UTAH—

The youthful Salt Lake City Federation of Teachers issued its first *Federation Newsletter* in September 1953. The bulletin does an excellent job of explaining its purpose and bringing its readers up-to-the-minute reports on legislative and labor council news.

The bulletin reports that the local has already affiliated with its Central

Labor Council and that its delegates have been regularly heard and teacher problems discussed at the Council meetings.

At the convention of the Utah State Federation of Labor in August, the two delegates from Local 1190 presented a series of resolutions. Some of these were discussed considerably and were amended, but all eventually carried in a form which

would be pleasing to all the teachers of the state.

In commenting on the fine support received from the Utah State Federation of Labor, the bulletin contains this statement: "The support of organized labor in Utah, representing 42,000 members, is something we value greatly, and the willing assistance and understanding evidenced by state labor officers is surely to be appreciated by teachers of the state. Though many fail to realize it, the history of labor is the history of a continuous fight for good public schools."

Cedar Rapids dinner welcomes new teachers

716 CEDAR RAPIDS, IA.—The

new teachers in the Cedar Rapids schools were entertained at dinner by the Cedar Rapids Federation of Teachers. This provided a pleasant social atmosphere in which to become acquainted with their colleagues. Dr. Max Schoen, a professor at Coe College, spoke to the group.

<p>LIMITED RESERVATIONS AVAILABLE All Expense Tours STEAMER, HOTELS, MEALS INCLUDED Europe \$545 LONDON—PARIS—SWITZERLAND Special Tours for Teachers Jr. Doctors, Nurses</p>		<p>SCANDINAVIA SPECIAL TOURS for Teachers, Students DENMARK, SWEDEN, NORWAY, GERMANY, AUSTRIA, SWITZERLAND, HOLLAND, BELGIUM, LONDON, PARIS. Shakespeare country, 52 day Tour. \$724 LONDON, PARIS, ROME, BOMBAY, INDIA—New York back to New York\$1235</p>
<p>40 days.....\$545 London, Paris, Rome, Germany, Austria, Holland, Belgium, Switzerland—8 countries\$685 For College—High and Public School Teachers (SABBATICAL LEAVES) 3 months—\$745 PARIS—ROME—FLORENCE FRENCH RIVIERA—CAPRI WESTROPA CORP. Room 705 507 FIFTH AVE., NEW YORK 17, N.Y. Telephone MU 2-0113</p>		

Minneapolis Board pioneers in adopting grievance procedure

59 & 238 MINNEAPOLIS, MINN.—The Minneapolis Board of Education recently established a grievance procedure to be followed in cases of "dis-

agreement involving the work situation in which an individual or a group believes that an injustice has been done because of the lack of policy, because of a policy which is unfair, or because of deviation from a policy or the misinterpretation of a policy."

In commenting on the newly established grievance procedure, Charles Boyer, of the Minneapolis Federation of Men Teachers, made the following statement in his column, "Behind School Headlines," published in the *Minneapolis Labor Review*:

"A grievance procedure for Minneapolis teachers is now a reality. Since Minneapolis is pioneering in this matter, the major struggle was to convince administration to undertake something for which there was no precedent in school administration.

"We wish to commend Dr. Putnam, superintendent, for making the break with tradition. We believe that he will derive much deserved satisfaction to be able to say that the grievance procedure was an outstanding accomplishment of his administration."

Since the Minneapolis procedure may be of help or interest to other locals, we publish here a description of the various steps involved, as printed in the *Minneapolis Public Schools Bulletin*, No. 28, April 8, 1953:

"Sometimes a personal or professional problem may develop into a grievance. Informal meetings and conferences with the immediate administrative head have failed to find a satisfactory adjustment. Conference with the personnel director has not brought about a satisfactory solution. Such problems may involve working conditions, placement on a salary schedule, or some question relating to policy.

"The following procedure is established for handling grievances of individuals or groups. If a group of employees has a grievance, it may elect to present its case directly to the superintendent of schools for his decision.

STEP I

"After a thorough exploration of the problem by personal conferences, an employee, his representative, or a group representative may choose to present the problem in writing to the immediate administrative head. A copy of the written grievance shall be given to all parties directly involved with the problem. A written reply, with copies to all parties concerned, shall be made by the immediate administrative head within a period not to exceed ten school days. If agreement is not reached at this point, move to Step II. If the employee does not choose to take his problem to his immediate administrative head as provided in Step I, he may omit this step and initiate the procedure with Step II.

STEP II

"If the employee is initiating his grievance at this step or if he has followed the procedure in Step I, he may arrange a conference with the director of personnel before determining on further action. If he chooses, he may submit his grievance in writing to the director of personnel. Copies of the communication will be furnished to all parties who are involved. The director of personnel shall gather all pertinent information dealing with the grievance and may interview or arrange a conference with the persons involved. If the problem is in an area for which some other administrative officer is responsible, the statement of the grievance and the information gathered by the Personnel Office will be referred immediately to the proper administrator, and the employee and other parties concerned will be so notified. If the problem is in an area in which the director of personnel has administrative responsibility, he will submit a reply within ten school days. If an extension of time is needed, the employee shall be notified with an explanation of the reasons for delay.

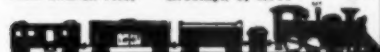
"If agreement is not reached at this step, move to Step III.

STEP III

"If the employee has been notified that his grievance has been referred to an assistant superintendent, he may request a conference with the assistant superintendent

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before any further action is taken. In case he has received a written decision from the director of personnel which is unsatisfactory, he may request in writing that the director of personnel present copies of all communications dealing with the grievance to the appropriate assistant superintendent. The assistant superintendent may wish to interview the parties affected, arrange one or more conferences, or take any other action aimed at reaching a satisfactory agreement.

The assistant superintendent shall reply in writing within a period not to exceed ten days unless an extension of time is needed, in which case the employee is given an explanation for the delay.

"If agreement is not reached in this step, move to Step IV.

STEP IV

"The employee requests in writing that the director of personnel present copies of all communications dealing with the grievance to the Board of Review.* The director of personnel shall inform the superintendent of schools of this request; and the superintendent shall, in conjunction with the employee, appoint a Board of Review. Additional information bearing on the case may be presented by parties concerned to the director of personnel, for submission to the Board of Review.

"The Board of Review shall review all information available relative to the case and make a recommendation to the superintendent of schools within a period not to exceed fifteen days after the request has been submitted to this Board.

"The superintendent of schools shall review the case and make a decision within a reasonable length of time after the recommendation has been received from the Board of Review."

*The Board of Review consists of three members: one appointed by the employee or by the group involved, one appointed by the superintendent of schools, and the third appointed by joint agreement of the superintendent of schools and the employee or his representative. This third member serves as chairman of the Review Board. Members of the Board of Review who are employees of the school system are permitted to meet on school time without loss of pay, and are provided with secretarial help if requested.

New teachers and building representatives welcomed at dinner party in Toledo

250 TOLEDO, O.—The Toledo Public Schools opened on September 8, and on September 17 the Toledo Federation of Teachers entertained the new teachers and the T.F.T. building representatives at a dinner in the Woman's Club.

Long planning during the summer vacation, and energetic committee work made possible this prompt assembling of some 125 new teachers. As these new teachers had been hired, their assignments had been noted, their residences marked, and their invitations had been sent before school opened. The building representatives followed through with contact and transportation; so good staff work was carried out with good field work.

The school superintendents and representatives from the Board of Education, the PTA, and the AFL welcomed the new teachers, and the

main address was delivered by AFT Secretary-Treasurer Irvin R. Kuenzli.

No better AFT indoctrination could have been given to new teachers than Mr. Kuenzli's sincere, logical presentation of the aims and purposes of the AFT, and the protection it offers to the classroom teacher. Above all, he made clear the reasons for the affiliation of the AFT with the American Federation of Labor. Power is in numbers, leverage is in common aims with labor organizations. Labor fostered and sustained the public schools, Labor's children fill the schools. For the teacher in these schools to cry "professionalism" is confusing phonetics with semantics, and rationalizing condescension and snobbery. Mr. Kuenzli brought all this out so deftly that the T.F.T. is confident he did a masterly job of recruiting new members.

Workshop studies segregation in schools

261 MONTEAGLE, TENN.—Workshops on "Segregation in the Public Schools" were conducted by the Highlander Folk School during the past summer. They were attended by public school teachers, farmers, ministers, union members, adult education leaders, and members of the NAACP, the YWCA, and the Unitarian and Friends Service committees. The seventy-one participants represented twelve states.

Growing out of the workshops are the following materials: a film on the "High Cost of Segregation," a list of recommended films, and a handbook called "A Guide to Action."

Auxiliary for wives urged by men of 866

866 CONTRA COSTA COUNTY, CALIF.—Contra Costa local is trying out the idea of having an auxiliary made up of the wives of union teachers. The purpose and type of organization will be determined by the women themselves.

Entertain superintendent and board at dinner

1096 HERMANTOWN, MINN.—The teachers of Local 1096 have instituted a pleasant custom. Each year they entertain their superintendent and members of the board of education at dinner. This year the dinner was held in Duluth on May 14.

Ohio has plan to aid student teachers

The General Assembly of the state of Ohio has passed a bill providing a state scholarship fund for teacher-trainees. Five hundred scholarships are established for the year 1953-54 and 1000 for 1954-55. Each trainee is given a loan of \$500 a year for two years; then a cadet certificate is issued. After the first year of teaching the first \$500 note is canceled, and after the second year the other \$500 debt is canceled.

Ohio also passed a law that the refusal of a state employee, including a teacher, to testify as to being a member of the Communist party, shall be considered as evidence that he is a Communist and may be cause for dismissal.

Merger of three locals completed in D.C.

6 WASHINGTON, D.C.—As the result of the merger of the three AFT locals in Washington, D.C., a new charter has been issued to the integrated group, which is listed as Local 6. The old locals were numbered 8, 27, and 867. Local 8 was composed of white members, Local 27 of Negro members, and Local 867 of both white and Negro attendance officers. The integration of the three locals is in accordance with AFT policy of not having segregated locals.

Seattle AFL offers \$500 scholarship

200 SEATTLE, WASH.—The Seattle Teacher reports that another step in Labor-Education relationship has been taken. The Central Labor Council and the Seattle Union Card and Label Council have authorized a \$500 scholarship contest, based on labor history and procedure, to be open to all high school seniors in the city.

Youth wins 1004 award

1004 FOND DU LAC, WIS.—For the second year AFT Local 1004 has awarded a scholarship to a student graduating from the Fond du Lac High School and planning to enter teaching. The qualifications are scholarship, character, and participation in school activities. This year's winner planned to enter La Crosse State College.

1111 aids future teacher

1111 OSHKOSH, WIS.—The Oshkosh Federation of Teachers has awarded a scholarship to a high school graduate who plans to enter a teaching career.

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Reception greets Gary's new teachers

4 GARY, IND.—The sixth annual reception for new teachers was held by the Gary Teachers Union on September 30. At this affair the new teachers had the opportunity to meet the Board of School Trustees, the superintendent and assistant superintendents, supervisors, PTA and labor leaders, as well as members of the Gary local.

As part of the program, Ann Maloney reported on her experiences last summer as a delegate appointed by the Office of Education to the 16th Annual International Education Conference in Geneva, Switzerland. Another member of Local 4, Miss Leila Doyle, reported on her year of study on a Ford Foundation Scholarship.

231 prepares pictorial panorama

231 DETROIT, MICH.—A pictorial panorama depicting more than 100 years of labor history in Detroit was on display in the Detroit Historical Museum during the entire month of September. The exhibit was prepared at the invitation of the Museum by members of the Detroit Federation of Teachers, who spent nearly a year searching through old newspaper files, minutes of labor meetings, and labor speeches in order to find the material.

Pictures and copy traced the growth of labor in Detroit, decade by decade, as workers grew in strength and responsibility.

Tea and social hour welcome new teachers

684 HIGHLAND PARK, MICH.—On September 17, the Highland Park Federation of Teachers held its annual fall tea to welcome new teachers. This year there were thirty-three new teachers. Members of the administrative staff and of the school board were invited to join the party. The affair also gave old members a chance to talk over their summer activities.

Local distributes teachers' handbook

1144 MASON COUNTY, WASH.—As a special project, the Mason County Federation of Teachers distributed a handbook to all teachers in the county. The handbook serves as a guide, offering practical information on such subjects as regulations, personnel, and the school calendar.

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Out of the Dark, a Red Grenade

Corporal
Duane Edgar Dewey, USMCR
Medal of Honor



IT WAS AN APRIL NIGHT and the Marines, near Panmunjom, were under heavy attack. In one of E Company's machine gun emplacements, Corporal Duane Dewey and his assistant gunner lay on the ground, wounded. A Navy Medical corpsman was giving them aid. Out of the darkness, and into the group, lobbed a live Red grenade.

Although he was already seriously wounded, and in intense pain, Corporal Dewey pulled the aid man to the ground, shouted a warning to the other Marine and threw himself over the missile.

"I've got it in my hip pocket, Doc!" he yelled. Then it exploded.

By smothering the blast with his own body, Corporal Dewey had saved his comrades' lives.

"Now that I'm back in civilian life," says Corporal Dewey, "I sometimes hear people talk as though stopping Communism is a job only for our armed forces and the government. Believe me, it's our job, too. And one way we can both do that job is through saving and investing in United States Defense Bonds."

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